



Alice in Wonderland

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Afterschool Curriculum

Thank you so much for your interest in this afterschool curriculum.

This content is provided to you free of charge and was developed for Beyond School Bells by **Homegrown Theatre Camp** (homegrowntheatrecamp.org/).



Alice in Wonderland: Overview

Homegrown Theatre Camp for Beyond School Bells

Program Outline: 9 Sessions

Session 1

Casting & Read Through

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Alice in Wonderland

S1 Casting & Read Through

Set the Stage: “The Magic If” video: Beginning at 6:46



Activity 1: Cast Your Play

Procedure:

- Students should gather with their group of castmates. These groups will work together throughout the next few weeks, and can have anywhere from 1-5 students.
- After viewing the synopsis in the video, students can discuss which characters they'd like to play. Ideas can be written down for discussion within each cast group.
- It's possible that two students will want to play the same character, this is okay, an instructor can help them decide who can play what, with the understanding that each character has lines and plays a special part in the play.
- Once characters are decided, a cast list for each group can be written down, and students can begin highlighting their lines in their scripts.

Activity 2: Read-Through

Procedure:

- In the same groups, students can start at the beginning of the play and read through it as their characters out loud.
- As they read, they can pause if there's something they don't understand such as a new word, and they can ask an instructor for clarification.
- Also as they read, they can discuss moments in the play, and how they'd like to stage them.
- Once they are done reading, students can discuss the play in their cast groups, and altogether as a larger group.



Materials:

- *Alice in Wonderland* Script
- Pencil
- Paper
- Highlighters (if possible)



What's Next?

Students can start thinking about Objectives and Super Objectives, which are mentioned in the video, these will be explored in session 3.

Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.

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S2 Given Circumstances & Magic If



Set the Stage: [The Magic If | Alice in Wonderland](#) video: 7:02-9:18



Activity 1:

Procedure:

- Individually, students should use their knowledge from reading the script to write a list of **given circumstances** for their character including, who their character is, where they are, when it is, and any details about their characters relationships or past. (i.e. Alice was on a riverbank with her sister.) It may help to go through each scene to find the given circumstances.
- Students can then compare their given circumstances in pairs or groups, analyzing the details that other castmates found of the same or different characters.
- Students should identify an action that their character takes in one scene. (i.e. Alice following the Rabbit down the rabbit hole) and think of a few reasons on how their given circumstances would have led to this action. (i.e. Alice was bored, and followed the Rabbit down the rabbit hole in search of adventure.)
- Once they have a good idea of given circumstances, students can start to play with the idea of the **Magic If**. The Magic If refers to the question, what would my character do if they were in this situation.
- Suggest a few hypothetical situations to the students, and ask what their character in the play would do? Such as, what if your character was lost in a big city, what would they do? Give the students a few moments to think about their answer, then ask them to share.
- Once you've addressed a few hypothetical situations, you can ask the students if they have any situations they'd like to think about. When creating hypotheticals, it's important to know all the given circumstances, such as where and when the situation is.



Materials:

- Alice in Wonderland Script
- Pencil
- Paper



What's Next?

Now that students have a better idea of who their characters are, inside and outside to play, they can take notes on these observations, and use them when rehearsing and performing the play.

Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.

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S3 Objectives Activity



Set the Stage: [Objectives, Tactics and Obstacles](#) video: 4 minutes, 3 seconds



Activity: What's My Objective?

Procedure:

- Independently, select one scene from Alice in Wonderland, read it out loud and create a list of the things your character might want in that scene.
- Discuss these **objectives** with your group and, working together with ideas from peers, decide on one for your character in the scene.
- Create a list of the **obstacles**, or the things that were standing between your character and their objective in the scene.
- Reading the scene again with your objective in mind, write down the actions your character takes toward their objective, or their **tactics**.
- After discovering their character's objectives, the obstacles their character faces, and the tactics they use to overcome these obstacles, students should share their findings with their castmates. As each student justifies their insights ("my character behaves this way, for these reasons"), the cast gains a better collective understanding of the dynamics at play between their characters.



What's a Super Objective?

A **Super Objective** is what a character wants throughout the entire play, once each student has their objectives in mind, they should decide their Super Objective before the next rehearsal.



Materials:

- *Alice in Wonderland* Script
- Pencil
- Paper



What's Next?

After the activity students should write down an objective for each scene to consider when they are performing. They also can begin memorizing their lines, giving a little time each day to this is a great strategy.

Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.

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S4 Animal Movement Activity



Set the Stage: “Animal Exercise” video: 1:24 to 2:53



Activity: Moving as an Animal

Procedure:

- Following the instruction from the “Set the Stage” clip, students should take a moment to think of an animal that best represents their character in Alice in Wonderland. Remember, if your character already is an animal, it may be best to just stick with that animal.
- Having decided on your character’s animal, students should spread out in their space. Everyone will need plenty of room to move.
- As a group, listen to 2:54 to 4:20, and follow along with the video’s instructions. Pause and replay as necessary. The activity will naturally take longer than the video clip. Students should take as much time as necessary to explore how it feels to move as different animals.

Activity 2: Read-Through

Procedure:

- After exploring the movements of a couple different animals, it’s time to apply these practices to your character.
- Listen to 4:20 to 5:53 as a group, following along with the video’s instructions. Once again, pause and replay as necessary.
- Gather with your castmates to discuss your findings. How do your characters move and why? Do they move differently when they interact with one another? Discovering how your character moves is a first step in building a solid performance.
- Take note of your choices and practice moving as your character so that it starts to feel natural.



Time Permitting:

Making Discoveries and Learning Stage Positions

- If the Animal Movement exercise doesn’t take a full 45 minutes, that’s okay! Depending on how much time you want to spend working on your character movement, there is more to explore.
- Watch 5:54 to 9:40 in the video
- If you’d like you can play a game with the stage positioning. Get the students on their feet and call out positions for them to turn to, gradually speeding up and even getting students “out” if they face the wrong way.



Materials:

- *Alice in Wonderland* Script
- Pencil
- Paper



What’s Next?

Students should continue working to memorize their lines and keep in mind their character’s movement as they develop other aspects of their performances.

Standards:

See previous lessons for Standards addressed by this activity.

Alice in Wonderland

S5 Staging Activity



Set the Stage: [Stage Directions and Blocking](#) video: 3 minutes, 19 seconds



Activity: Staging the Play

Procedure:

- If students haven't seen it already, check out the Set the Stage video. Then ask students to move around to particular parts of the stage, until they have a good idea of the 9 different stage areas.
- Separate into cast groups, and open to the first page of the play.
- Using the stage directions learned, students can begin *staging*, or blocking their play, deciding for each scene where characters will stand and move.
- This process begins simply by trying out different combinations and following stage directions in the script.
- Once each group has tried different combinations for a scene in the play, they can make a choice, write down this blocking, and move onto the next scene.
- This process is one of trial and error, and they may need the advice of an instructor, or to speak together as a group to block certain moments in the play.
- Once the blocking is written down, students can rely on it, and use it as a tool to help them memorize their lines.
- If you're working in a large group, at the end of the session, each group can perform the rough draft of a scene they blocked that day, and discuss their choices with the larger group.



Materials:

- *Alice in Wonderland* Script
- Pencil
- Paper



What's Next?

After the activity, students have the rough draft of their performance complete, and can continually rehearse each scene of the play, smoothing things out as they go. Around this time, students should be putting down their scripts, and performing the lines from memory.

Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.

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S6 Vocal Expressivity Exercise



Set the Stage: [Pantomiming Props](#) | [Alice in Wonderland](#) video: 1:10-5:38



Activity 1: Staying Consistent

Procedure:

- Each cast member should pick one of their lines from the play, and grab a tennis ball.
- Independently, students should speak their lines, throwing the tennis ball up at the end and catching it, to remind them to stay consistent throughout the entire line. If necessary, students can rewatch 1:10-2:40 for a demonstration.
- After trying this with one line, students should pick two other lines from the play and do the same activity, throwing the tennis ball up at the end and catching it to remain consistently loud.

Activity 2: Getting Expressive

Procedure:

- Each cast member should pick one of their lines from the play, Students should spread out across the room with their tennis ball.
- Let the group know that in the next exercise, the goal is to speak completely differently than you normally do, so it's okay to sound weird, in fact, that's the goal.
- Play 2:40-5:38 in the video, and have students follow along, playing with the tennis ball and their voices at the same time.
- You may find you'd like to take more time than the video provides for certain sections of the exercise, feel free to try this out.
- Once the exercise is complete, have a discussion with the students, what new ways of speaking lines did they find? Which ways did they like or not like? Which ways will they keep for when they are performing their character's lines in a scene?



Materials:

- *Alice in Wonderland* Script
- Tennis Balls
(1 per student)



What's Next?

After exploring the full range of vocal options, students can solidify their character's voice, and practice it as they rehearse each scene and memorize their lines.

Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.

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S7 Pantomiming Activity

Set the Stage: [Pantomiming Props](#) | [Alice in Wonderland](#) video: 5:38-8:11



Activity 1: It Can be Anything?

Procedure:

- Students should gather in a circle, and play a game, tossing an imaginary ball to each other. There should just be one ball in the circle and students should make it clear with their eye contact and gestures who they are throwing it to. Once the ball has gone around the circle a few times, students can stop and talk about what made passing the imaginary ball easy or difficult.
- Next try the same game, but as the ball gets passed around, have it become a beach ball, a football, a basketball, or any other kind of ball, changing how students treat it. Once this has gone on for a few rounds, ask students what they did differently to demonstrate each ball.
- Next students should each pick an object that they would like to **pantomime** and demonstrate. It should be something simple, that they can do an action with. (i.e. swinging a baseball bat.) Once each student has their object picked, they can present their object and action one at a time to the larger group, and the other students can guess what object they are using, a bit like charades.
- Once students have a good grasp on pantomiming, they can split into performance groups and select a scene from Alice in Wonderland that could involve pantomime, and perform this scene, doing their best to clearly demonstrate what imaginary props they have.



Materials:

- *Alice in Wonderland* Script



What's Next?

Pantomime can be used throughout the script, if certain props cannot be found. Using the guidelines outlined in the video and the skills learned in the games and activities, pantomime should fit well into any performance of Alice in Wonderland.

Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.

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S8 Crafting the Rabbit's Fan & the Mad Hatter's Hat



Set the Stage: [Tech Day](#) video: 1:25 to 1:53

**Note: There are plenty of tech elements in this play, students should do them as time and interest permit. Do as many as you'd like. Students may want to split the activities between castmates. For example, while one pair does Activity 1, the other pair could do Activity 2.



Activity 1: The Rabbit's Fan

Procedure: Difficulty Level 2

- Students will need paper and scotch tape.
- Gather with your castmates. If you want to draw or color, consider decorating the paper before you fold it!
- Watch from 1:54 to 4:08, working together and following along with the tutorial step by step.
- Pause and replay as necessary.

Activity 2: Mad Hatter's Hat

Procedure: Difficulty Level 2. This one involves some geometry.

- Students will need construction paper, a couple pens, scotch tape, glue, a ruler, scissors, and markers for decoration.
- Gather with your castmates.
- Watch from 6:26 to 10:08, working together following along with the tutorial step by step.
- Pause and replay as necessary.



What's Next?

The Tech Day video includes instruction on various other tech elements, such as makeup and sound. Students may want to explore the rest of the video and craft additional tech for their performances. Students can also reference the prop list and costuming guides in the script to know what items they can bring from home or make in the classroom. Tech Day is the beginning of this process, but outside work on the props and costumes will enrich the show. Groups can discuss who will provide what and make a plan to be ready for dress rehearsal. Don't forget to work on lines too, as these should be completely memorized for the dress rehearsal.

Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.



Materials:

- Construction Paper
- Scissors
- Scotch Tape
- *Alice in Wonderland* Script
- Pencil
- Paper
- Ruler

Additional Options

Procedure:

- Rabbit Ears: 10:09-12:30
- Check out our second tech video for the Queen of Hearts Crown and Cheshire Cat Ears

Alice in Wonderland

S9 Dress Rehearsal



Activity: Performing Your Dress Rehearsal

Procedure:

- Now that students are ready with the Character Hats and Fans, they can gather other technical elements and put on a dress rehearsal.
- Outside of the Tech Day items, students can find and gather any props or costume pieces that they would like included in the show.
- In their performance groups, students should organize all Props, items used by characters in the play near the stage or place where they will be performing.
- Students should organize their costumes, or put them on, and get ready to perform.
- To prepare to perform, students should follow along with the [“Theatre Warmups”](#) video: 5 minutes, 48 seconds.
- Once warmed up, students can begin the run of their play.
- The goal of the dress rehearsal is to perform the play all the way through without stopping, with accurate lines and fluid blocking.
- If students run into problems, they can address them as a group and keep working on their play. Because it is a short play, it is okay to run the piece 3 or 4 times in your final dress rehearsal.

Note: After they have done a dress rehearsal they are happy with, students can decide whether they’d like to continue practicing, and if not, they are ready to perform for an audience. Break a leg!



Materials:

- Costumes:
- Rabbit Ears,
 - Queen’s Crown,
 - Mad Hatter’s Hat, etc.

Props: Fans, etc.

Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.



**HOMEGROWN
THEATRE
CAMP**

Alice in Wonderland

In a new version by Kathryn Evans

3 to 5 Performer Edition

CAST

Alice:	A curious explorer
Rabbit:	A worried white rabbit
Mad Hatter:	An over the top character
Cheshire Cat:	A sneaky cat
The Queen of Hearts:	An eccentric ruler
Narrator:	A story teller

3-5 Person Cast - Performer 1 plays Alice
Other parts divided as you see fit

Narrator: Once upon a time, there was a young child named Alice. One day, they visited a riverbank with their older sister, but it was dreadfully boring. Nothing remotely exciting was going on, not one bit. But that ordinary day was about to turn into an unordinary adventure. One of the whitest rabbits Alice had ever seen hopped by with a pocket watch in his hand. Looking for excitement, Alice followed the rabbit to a hole, which they soon took a rather large tumble down.

(ALICE pantomimes falling down a hole and stumbles when they reach the bottom.)

Alice: Well! After a fall like that, I shall think nothing of tumbling down the stairs! Now the question remains, where am I? This certainly isn't New Zealand, is it? It can't be. Hm, I've never been to a place quite like this before. How strange. How wonderful! But what of these doors? And why can't I open any of them? Well this is no good, what use is a door if I can't open it? What's on the other side?

(ALICE bends down and begins peering through the keyhole of one of the doors.)

Alice: A garden! And a beautiful one at that! How wonderful! But how can I get there with no key?

(ALICE begins to look in search of a key but instead finds a small bottle labeled "DRINK ME.")

Alice: Drink Me? Hm, perhaps I will, once I see it is not labeled as a poison, that is. Otherwise it wouldn't be very smart.

(ALICE drinks the bottle and looks way up as if they had shrunk 10 sizes and everything is now out of reach.)

Alice: What a curious feeling!

Narrator: In their current size, Alice was now perfectly capable of climbing through the keyhole in the door to enter the beautiful garden. As Alice began to explore the garden, they came upon the white Rabbit who brought them to this wonderful place to begin with.

Rabbit: Mary Ann! Mary Ann! Mary Ann, you must fetch me the Duchess's fan and gloves- and quickly, or she will surely have my head!

Alice: I beg your pardon, sir?

Rabbit: Now, Mary Ann! Quickly!

Alice: The Duchess? Your head? How awful! Well, we certainly can't have that. But where would I find these things, sir?

Rabbit: The house! The house, Mary Ann! Retrieve them from the house! Quickly!

(ALICE looks to the direction the RABBIT had pointed towards.)

Alice: He must have mistaken me for someone else. No matter, I will retrieve his fan and gloves for him, anyway.

(ALICE enters the house.)

Alice: Oh my, what a quaint little place. Now, if I were to live here, where would I keep my things? Especially my important things.

(One by one ALICE finds what the rabbit had asked for.)

Alice: Wonderful! That was almost like a game... oh? What's this?

(They find a cake labelled EAT ME, similar to the bottle labeled DRINK ME.)

Alice: Well, I suppose it wouldn't hurt. I've been fine so far...

(ALICE eats the cake and pantomimes growing back to their normal size.)

Alice: All these size altering treats are making me nauseous, I believe that should be my last.

(ALICE exits the house.)

Alice: Oh Mr Rabbit! Mr Rabbit sir! Your gloves! Mr Rabbit! Oh, he's gone? Well, he couldn't have gone far. I will simply have to look for him.

(ALICE begins to walk when the CHESHIRE CAT appears.)

Cheshire Cat: Oh he's gone, young one. Gone, gone, gone.

Alice: A cat!... A Cheshire Cat... The Rabbit is gone? But.. well, you must've seen...Would you please tell me which way I ought to walk-

Cheshire Cat: Where do you want to end up?

Alice: I don't much care where-

Cheshire Cat: Then it doesn't matter which way you walk.

Alice: Well, I do need to get *somewhere*.

Cheshire Cat: Oh, you're sure to do that, so long as you walk long enough.

Alice: Well, what sort of people live around here?

Cheshire Cat: *(while pointing in ridiculous directions)* In that direction lives a Hatter, and in that direction lives a March Hare. Visit either you like; they're both mad.

Alice: Oh, but I don't want to go among mad people.

Cheshire Cat: *(smiling wide)* Oh, you can't help that. We're all mad here. I'm mad. You're mad.

Alice: How do you know that I'm mad?

Cheshire Cat: You must be, or else you wouldn't have come here.

Alice: I don't think that proves much of anything, sir.

Cheshire Cat: Whatever you say. Goodbye, I must be going now. Much not to do and little to see. I wish you luck with the Rabbit. Make sure he rubs his foot. That ought to help.

Alice: Goodbye... All mad? That can't be right. The rabbit seemed rather sure of himself. Perhaps he's an exception... Perhaps he can help me home! But where could he be? Where shall I go? I've seen plenty of Hatters, so the March Hare will have to do.

Narrator: So Alice began walking again. She walked and walked and walked until she stumbled upon the house of the March Hare, only to see it was the Hatter that sat in front of it! The Hatter sat at a long, long table filled with desserts and cups and chairs.

Alice: Oh, sir! Excuse me sir, could you help me? You see, I'm quite lost and I'm looking for a Rabbit-

Mad Hatter: No room! No room!

Alice: I beg your pardon?

Mad Hatter: I'm sorry, but there is no room at this table.

Alice: *(sits down at the table)* Why, there's plenty of room!

Mad Hatter: Fine. Would you like some water?

Alice: I don't see any water.

Mad Hatter: That's because there isn't any.

Alice: Well, then it wasn't very nice of you to offer some.

Mad Hatter: Well, it wasn't very nice of you to sit at a table that you weren't invited to.

Alice: I'm sorry, but your table is laid out for more people than just you. It's silly. But sir, I must ask-

Mad Hatter: Silly? No no no, I shall tell you what is silly! Tell me, why is a raven like a writing desk?

Alice: Ooh, a riddle! How fun! I believe I can guess that.

Mad Hatter: Do you mean you believe you can find out the right answer to it?

Alice: Yes.

Mad Hatter: Then you should say what you mean.

Alice: I must say, you are rather rude.

Mad Hatter: Have you guessed the riddle yet?

Alice: No, I haven't.

Mad Hatter; So you give up?

Alice: I suppose I do. What's the answer?

Mad Hatter: I haven't the slightest idea.

Alice: *(sighs)* I think you should find better ways to spend your time than thinking of silly riddles with no answers. I do not have time for these ridiculous games. I must find the Rabbit. You, sir, are preposterous, and I must be going. This is for certain the stupidest tea party I have ever been to. I have no confidence that you would be able to find the Rabbit. Goodbye.

Mad Hatter: If that's what you think, then I suggest you don't talk. But if a Rabbit is what you seek, the Queen I suggest you meet.

(ALICE gets up and leaves the Tea Party in a huff, and the HATTER makes no attempt to stop her.)

Alice: The Queen? But I have yet to see any royalty around here. Perhaps she can help me find the Rabbit. Or better yet, find me a way home.

Narrator: So, Alice continued their walk in search of the Rabbit and saw many more exciting things in this wonderful place; flowers, trees, birds... but sadly, there were no Rabbits to be found. Eventually, Alice stumbled upon one of the most peculiar gardens they had ever seen. A garden of white roses that were painted to look red.

(Inside the garden the QUEEN is dressed in red and swinging a mallet, watching her imaginary ball fly.)

Alice: The Queen... The Queen of Hearts. Perhaps she has seen the rabbit-

(ALICE looks to see the rabbit right behind the QUEEN.)

Alice: Oh Mr. Rabbit! Sir! Mr. Rabbit!

Rabbit: Oh dear, oh dear...

Alice: I found your things! Sir, I must ask you a question. You see, I need to go home, and could use-

(The QUEEN pantomimes the swing of a mallet and watches the ball fly. She becomes angry at not making her shot, and she interrupts ALICE to yell into the distance.)

Queen of Hearts: You ruined my shot! Off with his head! *(noticing ALICE)* You, little child, do you play?

Alice: Me?

Queen of Hearts: Yes! You! Do you play croquet?

Alice: Well I- yes, I have- but ma'am, I must speak to-

Queen of Hearts: Today you do. Come on, then!

(ALICE pantomimes playing croquet with the QUEEN.)

Queen of Hearts: You play rather well.

Alice: Why, thank you.

Queen of Hearts: Stop it. Now.

(The two continue to pantomime playing.)

Alice: It seems I've won the game, your Majesty.

Queen of Hearts: Nonsense! Off with their head!

Alice: My head! Oh no, please your Majesty, I would much like to keep my head. Please.

Queen of Hearts: OFF WITH THEIR HEAD!!!!!!

Alice: Oh no please, please I beg you. I wish to leave this place. Leave me with my head, I wish to keep it. Take me away from here. Take me away! I want to go home!

Narrator: At the Queen's declaration, all the guards began to walk towards Alice, all looking like members of a playing deck. However, none of them seemed too interested in playing at all. Closing their eyes, Alice waited for the end. But just before the guards descended upon them, Alice opened their eyes to see that it was not cards descending upon them, but leaves from the tree that grew by the riverbank where Alice and their sister played.

Alice: Why... it was all a dream! A crazy, mad, wonderful dream.

End of Play

Production Specifications

*Signifies an item covered in the Tech Day Video.

Costumes

- Alice:** Any identifiable top, bright colors work best.
- Queen:** A crown*
- Mad Hatter:** A particularly mad hat*
- White Rabbit:** An overcoat. Rabbit ears*
- Cheshire Cat:** Cat ears*

Props

- A fan*
- 2 small bottles
- Gloves
- Tea Cups (Can be regular cups)
- Croquet Set (Can be pantomimed if not found)
- Cakes (Can be pantomimed if not found)
- Desserts (Can be pantomimed if not found)

Set

- Table for tea party
- Chairs for tea party

Sound

Music is not necessary or required, but if you'd like to include it, here are a few options.

- Romeo & Juliet Fantasy Overture - Tchaikovsky
- Carnival of the Animals - Saint-Saëns
- Ballet of the Unhatched Chicks - Mussorgsky
- Children's Corner - Debussy